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Office of School Improvement
Field Services Unit

Technical Assistance Packet
Working with Private Schools

***Title I, Part A – Improving the Academic
Achievement of the Disadvantaged***

Providing Services to Eligible Private School Children

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Title I, Part A: Providing Services to Eligible Private School Students and Teachers

Services

Title I, Part A is designed to help disadvantaged children meet high academic standards and to help children who are failing or most at risk of failing to meet the school's core academic curriculum standards. The funds will provide supplemental instruction services to identified children. The local educational agency (LEA) is obligated to notify annually all private schools that they have reason to believe their resident children attend.

To participate, the private school must provide the public school:

- A list of low-income children, using comparable criteria for low income as the public school, and the resident addresses of these children.
- A list of children identified for Title I services and their resident addresses (the public school is ultimately responsible for determining student eligibility).

The LEA is obligated to involve personnel from eligible private schools in the planning, implementation and evaluation of Title I services, including staff development and parent education opportunities.

Consultation* (Per Final Regulations Section 200.63)

- To ensure timely and meaningful consultation, a LEA must consult with appropriate private school officials during the design and development of the LEAs Title I programs. At a minimum, the following issues must be discussed:
 1. How the needs of children will be identified.
 2. What services will be offered.
 3. How, where, and by whom the services will be provided.
 4. How the services will be academically assessed and how the results of that assessment will be used to improve those services.
 5. The size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services.
 6. The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools.
 7. How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers.
 8. How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

* See appendix for additional information regarding consultation.

Documentation

Each LEA shall maintain a written affirmation signed by officials of each participating private school, or representative, that the consultation required by this section has occurred (it is not adequate to merely send an annual letter explaining the intent of Title I).

- Document the meeting, discussion, process and the final plan which should include:

Required Documentation

Letter of invitation to plan
Documentation of Private School Consultation

Suggested Documentation

Minutes of meetings
Needs assessments used by private schools
Plan for delivery of service
Program evaluation process

Allocation

- See Allocation Flowchart and Building Allocation Worksheet in Title I, Part A appendix.

Calculation – A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by:

- Using the same measure of low income used to count public school children, or
- Using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable, or
- Applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area, or
- Using an equated measure of low income correlated with the measure of low income used to count public school children.

Resources

- Refer to Legislation, Regulations and Guidance for further information.



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Title I, Part A

Appendix





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**Title I School Year Needs Assessment Model
for
*Target Assistance Schools***



IDENTIFICATION OF ELIGIBLE TITLE I STUDENTS FOR THE _____ SCHOOL YEAR

School _____ Teacher _____ Grade _____

INSTRUCTIONAL AREA: **LANGUAGE ARTS**

Enter the private school's core curriculum standards across the top of the chart. List all students' names in the first column. Check the areas of the private school's core curriculum in which they need assistance. Determine the Title I eligible students based on the criteria established in consultation with the Local Educational Agency (LEA).

PRIVATE SCHOOL CORE CURRICULUM STANDARDS

Name of Student												

IDENTIFICATION OF ELIGIBLE TITLE I STUDENTS FOR THE _____ SCHOOL YEAR

School _____ Teacher _____ Grade _____

INSTRUCTIONAL AREA: **MATHEMATICS**

Enter the private school's core curriculum standards across the top of the chart. List all students' names in the first column. Check the areas of the private school's core curriculum in which they need assistance. Determine the Title I eligible students based on the criteria established in consultation with the Local Educational Agency (LEA).

PRIVATE SCHOOL CORE CURRICULUM STANDARDS

Name of Student												

IDENTIFICATION OF ELIGIBLE TITLE I STUDENTS FOR THE _____ SCHOOL YEAR

School _____ Teacher _____ Grade _____

INSTRUCTIONAL AREA: **SCIENCE**

Enter the private school's core curriculum standards across the top of the chart. List all students' names in the first column. Check the areas of the private school's core curriculum in which they need assistance. Determine the Title I eligible students based on the criteria established in consultation with the Local Educational Agency (LEA).

PRIVATE SCHOOL CORE CURRICULUM STANDARDS

Name of Student												

IDENTIFICATION OF ELIGIBLE TITLE I STUDENTS FOR THE _____ SCHOOL YEAR

School _____ Teacher _____ Grade _____

INSTRUCTIONAL AREA: **SOCIAL STUDIES**

Enter the private school's core curriculum standards across the top of the chart. List all students' names in the first column. Check the areas of the private school's core curriculum in which they need assistance. Determine the Title I eligible students based on the criteria established in consultation with the Local Educational Agency (LEA).

PRIVATE SCHOOL CORE CURRICULUM STANDARDS

Name of Student												

Title I, Part A Allocation Flow Chart

Determining Title I Resources for Local, Private Schools

STEP 1: Are there students attending the Private School who reside in your school district's boundaries? -AND- Would they attend a district school that receives Title I funds/services?

YES
Go to Step 2

NO
You are done

STEP 2: Have the students been identified by the Private School?

YES
Go to Step 3

NO
You are done

STEP 3: Has the Private School provided the supporting evidence of these students meeting the poverty criteria?

YES
Go to Step 4

NO
You are done

STEP 4: Has the Private School established criteria for interventions and conducted a Needs Assessment of your resident students who attend their school in order to identify those in need of Title I services?

- This Needs Assessment is a joint responsibility.
- To ensure equitable participation, the LEA or other entity receiving federal financial assistance must access, address and evaluate the needs of private school students and teachers.

YES
Go to Step 5

NO
You are done

STEP 5: Determine the amount of per pupil, Title I funding for these students (refer to your Title I building allocation worksheet*).

*** NOTES**

- **Set-aside amounts for district-wide instruction, parental involvement and professional development require a proportional set-aside amount for private schools.**
- This figure is used to determine the type and delivery of Title I services that can be provided to the Private School for the resident students in need of assistance.
- Work in collaboration with the Private School on the nature and delivery of the service.

How to Determine Allocations to Private Non Profit

1. Districts with student enrollment of 1,000 or more and have schools with overlapping grade levels.
 - Districts must use the Title I School Selection (TISS) Application to determine allocations for Private Non Profit (PNP). Refer to screen 5, row 15 and screen 6, column 5g. Please refer to the HELP menu on the blue menu bar for screen 5 and screen 6 of the TISS Application.
2. Determine equitable allocation to PNPs for districts with less than 1,000 students or no schools with overlapping grade levels.
 - See the following worksheet

Allocation of Title I, Part A Funds to Private, Non Profit Schools for Fiscal Year

(For use by Districts that DO NOT complete a Title I School Selection and Allocation worksheet)

District _____ District Code _____

PART ONE: Calculating the PER PUPIL Allocation (PPA) for Low Income Private, Non-Profit Students from Participating Title I, Part A School Allocations

A. District Title I Schools	B. Title I Funds Allocated to School	C. # of PUBLIC low income students in attendance area	D. # of PRIVATE low income students in attendance area	E. Total low income students in attendance area (C. + D.)	F. Per pupil amount for attendance area (B. divided by E.)	G. Private School Share (D. multiplied by F.)
Grand Totals		H.	I.	J.		K.

H. Total Public School Low Income Students (Total of Column C.) _____

I. Total Private School Low Income Students (Total of Column D.) _____

J. Total Low Income Students—Public AND Private (Total of Column E.) _____

K. Total Private School Share of School Allocations (Total of Column G.) _____

PART TWO: Calculating the Private, Non-Profit School Share of District-Wide Activities

1.	Salary & Pay Differentials *	1.
2.	Additional Professional Development (except for set aside for districts identified for improvement) *	2.
3.	Parent Involvement (except for amounts included in school allocations) *	3.
4.	District Level Instructional Programs *	4.
5.	Total of Lines 1-5	5.
6.	Private School Share of District-Wide Activities Calculate the Equitable Per-Pupil Allocation for low income students by dividing the Total from Line 5 by the total number of Low Income Students from "J" (total of column "E").	6. Equitable Per-Pupil Allocation:
7.	Multiply the results in Line 6 by the total number of PRIVATE school students from "I" (total from column D). This is the private school share of District-Wide Activities under Title I.	7.

*** See Pages 14-15 for descriptions of "District-Wide Activities"**

PART THREE: TOTAL Private, Non-Profit School share of Title I Allocation

- L. Total Private School Share Per-Pupil Allocation** _____
(PART ONE, Item K.)
- M. Total Private School Share of District-Wide Activities** _____
(Part TWO, Line 7.)
- N. Total Private School Share of Title I, Part A** _____
(Sum of L. and M. above)

NOTE: This is the figure that the Field Services Consultant would expect to see as the total of function code 371 entries in the Title I, Part A budget.

***DESCRIPTIONS TO GUIDE INTERPRETATION OF DISTRICT-WIDE ACTIVITIES:**

Equitable Private School Services:

Private non-profit schools are entitled to an equitable share of the following set-asides: Salary & Fringe Benefit Differentials, Additional Professional Development, Parent Involvement and District-Level Instructional programs.

District Level Costs:

District level costs are set aside from the district's Title I allocation after the minimum amount per low-income child is determined, if applicable, and before Title I funds are allocated to schools. In some cases the district level costs are mandatory, while in other cases they are optional.

Salary & Fringe Benefit Differentials:

To address variations in Title I personnel costs, a district may consider seniority pay differentials or fringe benefit differentials as a district-level administrative cost rather than a charge to each Title I school. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

Additional Professional Development: (Except for Set-aside for Districts Identified for Improvement):

For districts that are not identified for improvement, a district-level professional development set-aside would be appropriate only if two or more Title I schools have the same professional development needs as stated in each of the school improvement plans and if it would be more cost-effective for the district to provide a joint professional development opportunity for these Title I schools.

Professional Development for Districts Identified for Improvement Included in School Allocations (if any):

If both the district and individual schools are identified for improvement, the school level professional development set-aside may be counted toward the district professional development set-aside. If a district chooses to include the school-level amount as part of its 10% set-aside amount, the district must return to this screen to enter the amount after Screen 6 displays the allocations to the identified schools.

Parent Involvement: (1% Required if the District's Allocation is More than \$500,000):

If the district's Title I allocation is greater than \$500,000, then at least 1% of the district's allocation must be set aside for parent involvement. The district must distribute at least 95% of this set-aside to the Title I schools.

Parent Involvement Amount Included in School Allocation (if any):

In distributing the 95% of the set-aside back to the Title I schools, an LEA may use the same formula it uses to determine the per-pupil allocations for those schools or it may distribute those funds in another manner. A district may use any one of or a combination of factors; for example, it may choose to allocate funds to schools identified for improvement; or base its allocation on the results of the district's annual evaluation of parental involvement activities.

District-Level Instructional Programs:

A set-aside for district-level instructional programs (such as Title I preschool, Title I summer school or Title I intersession programs) is allowable only after consultation with teachers, pupil support personnel, principals and parents of the Title I schools.



Office of School Improvement
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Working with Private Schools

Title I, Part A

Resources



SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT-

(1) **IN GENERAL-** To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

(2) **SECULAR, NEUTRAL, NONIDEOLOGICAL-** Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) **EQUITY-** Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(4) **EXPENDITURES-** Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which the local educational agency may determine each year or every 2 years.

(5) **PROVISION OF SERVICES-** The local educational agency may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

(b) CONSULTATION-

(1) **IN GENERAL-** To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part, on issues such as —

(A) how the children's needs will be identified;

(B) what services will be offered;

(C) how, where, and by whom the services will be provided;

(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;

(E) the size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds that is allocated under subsection (a)(4) for such services;

(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number

of children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

(2) TIMING- Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(3) DISCUSSION- Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(4) DOCUMENTATION- Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.

(5) COMPLIANCE-

(A) IN GENERAL- A private school official shall have the right to complain to the State educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

(B) PROCEDURE- If the private school official wishes to complain, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS-

(1) CALCULATION- A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by —

(A) using the same measure of low income used to count public school children;

- (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
 - (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
 - (D) using an equated measure of low income correlated with the measure of low income used to count public school children.
- (2) COMPLAINT PROCESS- Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 9505.
- (d) PUBLIC CONTROL OF FUNDS-
 - (1) IN GENERAL- The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.
 - (2) PROVISION OF SERVICES-
 - (A) PROVIDER- The provision of services under this section shall be provided —
 - (i) by employees of a public agency; or
 - (ii) through contract by such public agency with an individual, association, agency, or organization.
 - (B) REQUIREMENT- In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.
- (e) STANDARDS FOR A BYPASS- If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall —
 - (1) waive the requirements of this section for such local educational agency;
 - (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 9503 and 9504; and
 - (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

Rules and Regulations

[From Federal Register: December 2, 2002 (Volume 67, Number 231)]

Sec. 200.62 Responsibilities for providing services to private school children.

(a) After timely and meaningful consultation with appropriate officials of private schools, an LEA must--

(1) In accordance with Sec. Sec. 200.62 through 200.67 and section 1120 of the ESEA, provide special educational services or other benefits under subpart A of this part, on an equitable basis and in a timely manner, to eligible children who are enrolled in private elementary and secondary schools; and

(2) Ensure that teachers and families of participating private school children participate on a basis equitable to the participation of teachers and families of public school children receiving these services in accordance with Sec. 200.65.

(b)(1) Eligible private school children are children who--

(i) Reside in participating public school attendance areas of the LEA, regardless of whether the private school they attend is located in the LEA; and

(ii) Meet the criteria in section 1115(b) of the ESEA.

(2) Among the eligible private school children, the LEA must select children to participate, consistent with Sec. 200.64.

(c) The services and other benefits an LEA provides under this section must be secular, neutral and nonideological.

(Approved by the Office of Management and Budget under control number 1810-0581)

(Authority: 20 U.S.C. 6315(b); 6320(a))

Sec. 200.63 Consultation.

(a) In order to have timely and meaningful consultation, an LEA must consult with appropriate officials of private schools during the design and development of the LEA's program for eligible private school children.

(b) At a minimum, the LEA must consult on the following:

(1) How the LEA will identify the needs of eligible private school children.

(2) What services the LEA will offer to eligible private school children.

(3) How and when the LEA will make decisions about the delivery of services.

(4) How, where, and by whom the LEA will provide services to eligible private school children.

(5) How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10, and how the LEA will use the results of that assessment to improve Title I services.

(6) The size and scope of the equitable services that the LEA will provide to eligible private school children, and, consistent with Sec. 200.64, the proportion of funds that the LEA will allocate for these services.

(7) The method or sources of data that the LEA will use under Sec. 200.78 to determine the number of private school children from low-income families

residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.

(8) The equitable services the LEA will provide to teachers and families of participating private school children.

(c)(1) Consultation by the LEA must--

(i) Include meetings of the LEA and appropriate officials of the private schools; and

(ii) Occur before the LEA makes any decision that affects the opportunity of eligible private school children to participate in Title I programs.

(2) The LEA must meet with officials of the private schools throughout the implementation and assessment of the Title I services.

(d)(1) Consultation must include--

(i) A discussion of service delivery mechanisms the LEA can use to provide equitable services to eligible private school children; and

(ii) A thorough consideration and analysis of the views of the officials of the private schools on the provision of services through a contract with a third-party provider.

(2) If the LEA disagrees with the views of the officials of the private schools on the provision of services through a contract, the LEA must provide in writing to the officials of the private schools the reasons why the LEA chooses not to use a contractor.

(e)(1) The LEA must maintain in its records and provide to the SEA a written affirmation, signed by officials of each private school with participating children or appropriate private school representatives, that the required consultation has occurred.

(2) If the officials of the private schools do not provide the affirmations within a reasonable period of time, the LEA must submit to the SEA documentation that the required consultation occurred.

(f) An official of a private school has the right to complain to the SEA that the LEA did not--

(1) Engage in timely and meaningful consultation; or

(2) Consider the views of the official of the private school.

(Approved by the Office of Management and Budget under control number 1810-0581)

(Authority: 20 U.S.C. 6320(b))

Sec. 200.64 Factors for determining equitable participation of private school children.

(a) Equal expenditures. (1) Funds expended by an LEA under subpart A of this part for services for eligible private school children in the aggregate must be equal to the amount of funds generated by private school children from low-income families under paragraph (a)(2) of this section.

(2) An LEA must meet this requirement as follows:

(i)(A) If the LEA reserves funds under Sec. 200.77 to provide instructional and related activities for public elementary or secondary school students at the district level, the LEA must also provide from those funds, as applicable, equitable services to eligible private school children.

(B) The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas.

(ii) The LEA must reserve the funds generated by private school children under Sec. 200.78 and, in consultation with appropriate officials of the private schools, may--

(A) Combine those amounts, along with funds under paragraph (a)(2)(i) of this section, if appropriate, to create a pool of funds from which the LEA provides equitable services to eligible private school children, in the aggregate, in greatest need of those services; or

(B) Provide equitable services to eligible children in each private school with the funds generated by children from low-income families under Sec. 200.78 who attend that private school.

(b) Services on an equitable basis. (1) The services that an LEA provides to eligible private school children must be equitable in comparison to the services and other benefits that the LEA provides to public school children participating under subpart A of this part.

(2) Services are equitable if the LEA--

(i) Addresses and assesses the specific needs and educational progress of eligible private school children on a comparable basis as public school children;

(ii) Meets the equal expenditure requirements under paragraph (a) of section; and

(iii) Provides private school children with an opportunity to participate that--

(A) Is equitable to the opportunity provided to public school children; and

(B) Provides reasonable promise of the private school children achieving the high levels called for by the State's student academic achievement standards or equivalent standards applicable to the private school children.

(3)(i) The LEA may provide services to eligible private school children either directly or through arrangements with another LEA or a third-party provider.

(ii) If the LEA contracts with a third-party provider--

(A) The provider must be independent of the private school and of any religious organization; and

(B) The contract must be under the control and supervision of the LEA.

(4) After timely and meaningful consultation under Sec. 200.63, the LEA must make the final decisions with respect to the services it will provide to eligible private school children.

Sec. 200.65 Determining equitable participation of teachers and families of participating private school children.

(a)(1) From applicable funds reserved for parent involvement and professional development under Sec. 200.77, an LEA shall ensure that teachers and families of participating private school children participate on an equitable basis in professional development and parent involvement activities, respectively.

(2) The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas.

(b) After consultation with appropriate officials of the private schools, the LEA must conduct professional development and parent involvement activities for the teachers and families of participating private school children either--

(1) In conjunction with the LEA's professional development and parent involvement activities; or

(2) Independently.

(c) Private school teachers are not covered by the requirements in Sec. 200.56.

(Authority: 20 U.S.C. 6320(a))

Sec. 200.66 Requirements to ensure that funds do not benefit a private school.

(a) An LEA must use funds under subpart A of this part to provide services that supplement, and in no case supplant, the services that would, in the absence of Title I services, be available to participating private school children.

(b)(1) The LEA must use funds under subpart A of this part to meet the special educational needs of participating private school children.

(2) The LEA may not use funds under subpart A of this part for--

(i) The needs of the private school; or

(ii) The general needs of children in the private school.

(Authority: 20 U.S.C. 6320(a), 6321(b))

Sec. 200.67 Requirements concerning property, equipment, and supplies for the benefit of private school children.

(a) The LEA must keep title to and exercise continuing administrative control of all property, equipment, and supplies that the LEA acquires with funds under subpart A of this part for the benefit of eligible private school children.

(b) The LEA may place equipment and supplies in a private school for the period of time needed for the program.

(c) The LEA must ensure that the equipment and supplies placed in a private school--

(1) Are used only for Title I purposes; and

(2) Can be removed from the private school without remodeling the private school facility.

(d) The LEA must remove equipment and supplies from a private school if--

(1) The LEA no longer needs the equipment and supplies to provide Title I services; or

(2) Removal is necessary to avoid unauthorized use of the equipment or supplies for other than Title I purposes.

(e) The LEA may not use funds under subpart A of this part for repairs, minor remodeling, or construction of private school facilities.

(Authority: 20 U.S.C. 6320(d))